

This TCAP-Alt PA exemplar portfolio is a facsimile created to assist teachers in the assembly of their students' portfolios. ANY resemblance to actual people, living or dead, is not intentional and purely coincidental.

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Student Name: Elsinore Weasley

Date of Birth: 04/04/1993 Assigned Grade Level: 11

System: Sunnybrook SSD School: Hoxley High School

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Comments:

Elsinore moved into our system from another state and
was not tested in science last year. (She was tested in
math two years ago with TCAP-Alt PA, but spent most
of last year in another state.)

2009-2010

TCAP-Alt PA Participation Guidelines

To participate in the Alternate Assessment, the student shall have a current IEP and documentation to support all of the criteria listed below.

Student: Elsinore Weasely Date of Birth: 4 / 4 / 1993 IEP Meeting Date: 5 / 14 / 2009

System Name: Sunnybrook SSD School Name: Hoxley High School

1. The student demonstrates cognitive ability and adaptive skills, which prevent full involvement and completion of the state approved content standards even with program modifications.

Review of the student files indicates s/he has a significant deficit in cognitive and adaptive level of functioning:

☒ Yes ☐ No

Psychologist who completed the file review: Shirley Kouder

Date of review: 2 / 27 / 2009

Individual Cognitive Ability Test (Test Name): WISC Date: 11 / 14 / 2007

Total Battery Score: 52

Highest Component Score: 68 Area: PS

Lowest Component Score: 55 Area: PRI

Adaptive Behavior Skills Assessment (Test Name): Vineland Date: 11 / 10 / 2007

Total Battery Score: 64

Highest Component Score: 72 Area: Communication

Lowest Component Score: 60 Area: DL

If student was unable to test, include statement of explanation below:

2. The student requires intensive, frequent individualized instruction in a variety of settings including school, community, home, or the workplace to acquire, maintain, and generalize functional academics and life skills.
3. There are historical data (current and longitudinal across multiple settings) that confirm the individual student criteria listed above.
4. The following conditions have been ruled out and are not the primary justification or reason this student is not participating in the general Tennessee Comprehensive Assessment Program, even with extensive accommodations and modifications:

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No excessive or extended absences	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No sensory impairments
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No emotional disabilities/behavioral	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No specific learning disabilities
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No language impairments	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No other health impairments
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No developmental disability (e.g., Autism, Asperger's Syndrome, Developmental Delay)	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No limited English proficiency	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No social, cultural, and economic differences	
5. The decision for TCAP-Alt PA participation is based on the needs of the student, and is not based upon anticipated impact on system and/or school performance scores.
6. For a student 14 years of age or older, the student is unable to complete a state approved high school diploma program, even with extended learning opportunities and/or accommodations.

The decision for TCAP-Alt PA participation is an IEP Team decision based on the needs of the student.

IT IS NOT AN ADMINISTRATIVE DECISION.

If all answers to questions above are Yes, student IS able to participate in the TCAP-Alt Alternate Standards Assessment Option.

If the answer to any question above is No, Stop Here. This student does not meet criteria for participation in the Alternate Assessment.

The IEP Team agrees that the student meets participation guidelines for the TN Alternate Assessment and therefore has determined that the student will participate in (check all that applies):

☒ Reading/Language Arts (including Writing in grades 5, 8, and 11)

☐ Mathematics

☒ Science

☐ Social Studies

School Principal Signature

I am aware this student meets the TCAP-Alt PA participation guidelines and is appropriately identified as a candidate for the TCAP-Alt PA.

OR

I am aware this student does not meet the TCAP-Alt PA participation guidelines and if assessed with the TCAP-Alt PA will be reported as "non participant" and "below proficient" for AYP purposes.

Belinda Snodgrass Ed.D. 5/14/2009
Principal's Signature ONLY Designee or Vice Principal's NOT Accepted Date

Affidavit of Student Performance

Student Information:

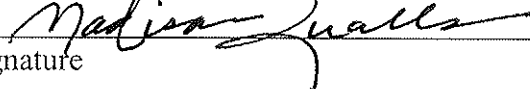
Student Name: Elsinore Weasely Assigned Grade Level: 11

Affidavit of Student Performance:

I, the undersigned, do attest that all work contained in this Tennessee Alternate Portfolio Assessment was performed by the student and in the presence of a teacher and/or paraprofessional.

Further, in compiling this evidence with the student and/or on his/her behalf, I did not fabricate, alter, or modify student work samples, products, or data.

I am also unaware that others have provided inappropriate assistance.


Teacher:  2/2/2010
Signature Date

School Principal Signature

I am aware this student meets the TCAP-Alt PA participation guidelines and is appropriately identified as a candidate for the TCAP-Alt PA.

OR

I am aware this student does not meet the TCAP-Alt PA participation guidelines and if assessed with the TCAP-Alt PA is reported as "non-participant" and "below proficient" for AYP purposes.

 2/2/2010
Principal's Signature ONLY Designee or Vice Principal's NOT Accepted Date

Statement of Inclusion

Check appropriate statement below:

☐ [Elsinore Weasely] is NOT fully included in any content or elective/specialty area.

☒ [Elsinore Weasely] is fully included in the following (check all that apply):

☐ Reading/Language Arts

☐ Math

☐ Science

☐ Social Studies

☒ Elective/Specialty Areas (List Below)

1. Home Economics
2. Small Animal Care
3. _____
4. _____

For all areas in which student is fully included, general education teachers must sign below.

1. Zenetta Doudy (H.Econ.)
2. Julia Wagner (Sm. Animal)
3. _____
4. _____

*The IEP hours page taken from the Special Education and Related Services page must be included after this statement to receive automatic credit for inclusion.

**For any area in which student is not fully included, natural support must sign the evidence and graph where indicated.

Elsinore Weasely

Block Schedule for 2009-2010

Week 1

Block 1	7:40-9:15	90 minutes	Functional Language Arts
Passing time 5 minutes			
Block 2	9:30-10:50	90 minutes	Functional Math
Passing Time 5 minutes			
Block 3	10:55-12:55	120 minutes	Small Animal Care M, W, F Home Economics T, Th 90 minute block, 25-minute lunch, 5-minute passing time
Block 4	1:00-2:30	90 minutes	Work Study

Week 2

Block 1	7:40-9:15	90 minutes	Functional Language Arts
Passing time 5 minutes			
Block 2	9:30-10:50	90 minutes	Functional Math
Passing Time 5 minutes			
Block 3	10:55-12:55	120 minutes	Home Economics M, W, F Small Animal Care T, Th 90 minute block, 25-minute lunch, 5-minute passing time
Block 4	1:00-2:30	90 minutes	Work Study

READING/ LANGUAGE ARTS

Student Name: Elsinore Weasely Grade Level: 11

Data Point Date (must be plotted on graph): 11/24/09

Content Area (Circle One): CONTENT
Reading/Language Arts Math Science Social Studies

Content Standard: Reading

Alternate Learning Expectation Code and ALE: R.5 Use active comprehension strategies to derive meaning while reading and check for understanding after reading

Alternate Performance Indicator Code and API: R.5.4 Make predictions from text of events that might occur next

ACTIVITY

Learning Activity: Provide a clear explanation of learning activity and materials used.

Given a teacher-made chapbook (an illustrated version of *To Kill a Mockingbird* using words Elsinore can recognize or sound out), Elsinore will read an excerpt from the book and write a simple paragraph predicting what will happen next.

CHOICE

Choices: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE box.

- ☐ Materials ☐ Who to work with ☐ When to work on the activity
☐ Where to work on the activity ☒ Reward/positive reinforcement for completing activity

On the spaces below, write the two choices offered and circle student's choice.

Choice 1: 10 minutes computer time Choice 2: 10 minutes listening to music

SETTING AND SUPPORT

If setting is not inclusive, do not complete Setting and Support section. If blank, Special Education setting and support will be assumed.

Setting: _____

Support: _____
Signature Title

PEER INTERACTION

Peer Interaction: On the spaces below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)

Elsinore read to Savannah, and Savannah helped her with words she didn't know and asked questions about what might happen. Savannah helped Elsinore spell difficult words in her paragraph.

First Name: Savannah Grade: 11

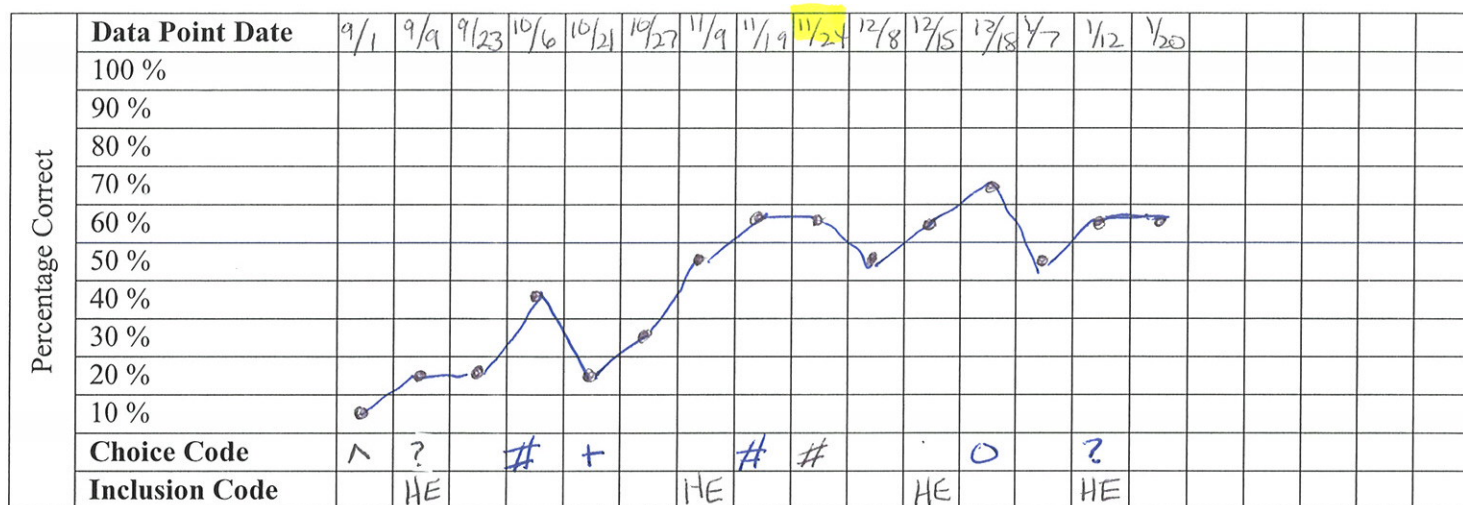
Student Name: Elsinore Weasley Grade Level: 11

Content Area (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Reading

Alternate Performance Expectation Code and ALE: R.5 Use active comprehension strategies to derive meaning while reading and check for understanding after reading

Alternate Performance Indicator Code and API: R.5.4 Make predictions from text of events that might occur next



Inclusion Codes:

General Education Reading/Language Arts: RL

General Education Math: MA

General Education Science: SC

General Education Social Studies: SS

Music-MU

Art-A

Library-L

Guidance-G

Physical Education-PE

Computer Lab-CL

Other: (Setting) Home Economics (Code) HE

Other: (Setting) _____ (Code) _____

Choice Codes:

o Materials

Reward

? Who

^ When

+ Where

Support Signatures: If setting is indicated above, a signature must be present from each setting indicated. If setting is indicated multiple times, only one signature is required. Include title after signature.

- Zeneta Dowdy - Home Econ.
- Lisa Michalewski - Student Teacher
- _____
- _____

Peer Interaction

Peer Interaction: On the spaces below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)

9/23 Savannah gave Elsinore 2 sets of sentence strips. One set had sentences that set up a situation. The other had consequences/resolution of the situation. Savannah helped Elsinore talk through possible results of each situation + matched each situation + a possible prediction.

First Name: Savannah Grade: 11

Student Name: Elsinore Weasley Grade Level: 11

Data Point Date (must be plotted on graph): 1/11/2010

Content Area (Circle One): Reading/Language Arts **CONTENT** Math Science Social Studies

Content Standard: Writing

Alternate Learning Expectation Code and ALE: W.1 Write for a variety of purposes

Alternate Performance Indicator Code and API: W.1.17 Participate in shared writing about social studies, science, the arts, and various classroom activities

ACTIVITY

Learning Activity: Provide a clear explanation of learning activity and materials used.

During a unit on rabbit husbandry, Elsinore will participate in a shared writing activity in which she and a group of peers write an instruction manual on how to care for a rabbit. Elsinore will contribute simple captions for the illustrations.

CHOICE

Choices: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE box.

- ☐ Materials ☐ Who to work with ☐ When to work on the activity
☐ Where to work on the activity ☒ Reward/positive reinforcement for completing activity

On the spaces below, write the two choices offered and circle student's choice.

Choice 1: colorful pencil Choice 2: Jones Brothers folder

SETTING AND SUPPORT

If setting is not inclusive, do not complete Setting and Support section. If blank, Special Education setting and support will be assumed.

Setting: Small Animal Care class

Support: Julia Wagner Teacher - Small Animal Care
Signature Title

PEER INTERACTION

Peer Interaction: On the spaces below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)

Peers included Elsinore in the discussion and helped her come up with captions. She asked them for help spelling words she didn't know, and they helped her spell them.

First Name: Yarhessa Grade: 10

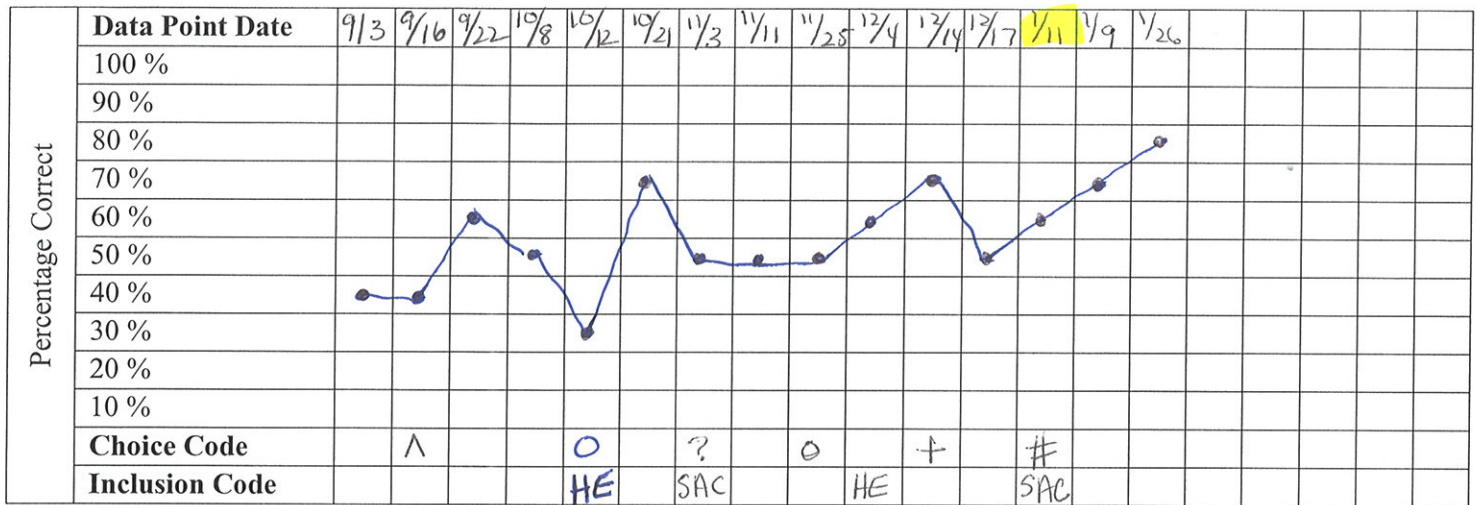
Student Name: Elsinore Weasley Grade Level: 11

Content Area (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Writing

Alternate Performance Expectation Code and ALE: W.1 Write for a variety of purposes

Alternate Performance Indicator Code and API: W.1.17 Participate in shared writing about social studies, science, the arts, and various classroom activities



Inclusion Codes:

General Education Reading/Language Arts: RL
General Education Math: MA
General Education Science: SC
General Education Social Studies: SS
Music-MU
Library-L
Physical Education-PE

Art-A
Guidance-G
Computer Lab-CL

Other: (Setting) Home Economics (Code) HE
Other: (Setting) Small Animal Care (Code) SAC

Choice Codes:

o Materials
Reward
? Who
^ When
+ Where

Support Signatures: If setting is indicated above, a signature must be present from each setting indicated. If setting is indicated multiple times, only one signature is required. Include title after signature.

- Zeneta Dowdy (H. Econ.)
- Julia Wagner (Small Animal Care)
-
-

Peer Interaction

Peer Interaction: On the spaces below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)

First Name: _____ Grade: _____

Student Name: Elsinore Weasley Grade Level: 11

Data Point Date (must be plotted on graph): 9/17/09

Content Area (Circle One): Reading/Language Arts **CONTENT** Math Science Social Studies

Content Standard: Elements of Language

Alternate Learning Expectation Code and ALE: EL.1 Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure

Alternate Performance Indicator Code and API: EL.1.15 Combine two or more related sentences to create a paragraph

ACTIVITY

Learning Activity: Provide a clear explanation of learning activity and materials used.

After helping the Home Economics class make a three-course meal, Elsinore will write a one-paragraph review of the meal for the school paper.

CHOICE

Choices: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE box.

- ☐ Materials ☒ Who to work with ☐ When to work on the activity
☐ Where to work on the activity ☐ Reward/positive reinforcement for completing activity

On the spaces below, write the two choices offered and circle student's choice.

Choice 1: Jenny Choice 2: Brogan

SETTING AND SUPPORT

If setting is not inclusive, do not complete Setting and Support section. If blank, Special Education setting and support will be assumed.

Setting: Home Economics class

Support: Zeneta Dondy Home Econ Teacher
Signature Title

PEER INTERACTION

Peer Interaction: On the spaces below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)

Brogan helped Elsinore brainstorm about her paragraph (by asking her questions). She wrote sentences on sentence strips, and he helped with her spelling. Then he helped her put the sentences in order, and she copied them into a single paragraph on tablet paper.

First Name: Brogan Grade: 11

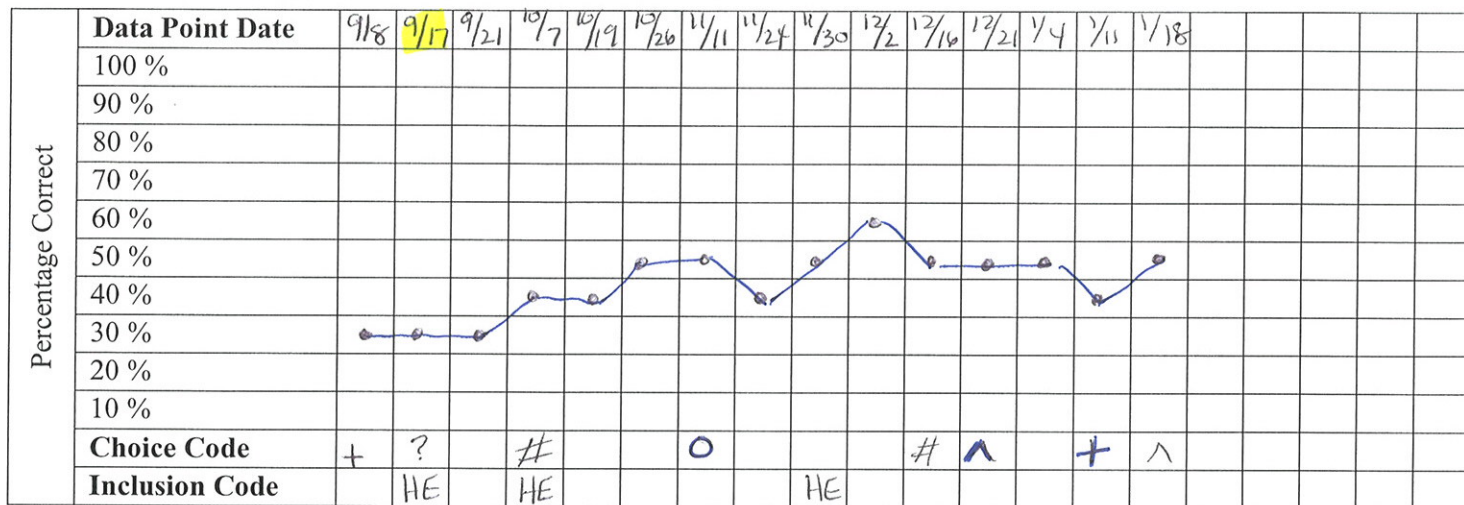
Student Name: Elsinore Weasley Grade Level: 11

Content Area (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Elements of Language

Alternate Performance Expectation Code and ALE: EL.1 Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure

Alternate Performance Indicator Code and API: EL.1.15 Combine two or more related sentences to create a paragraph



Inclusion Codes:

General Education Reading/Language Arts: RL

General Education Math: MA

General Education Science: SC

General Education Social Studies: SS

Music-MU

Art-A

Library-L

Guidance-G

Physical Education-PE

Computer Lab-CL

Other: (Setting) Home Economics (Code) HE

Other: (Setting) _____ (Code) _____

Choice Codes:

o Materials

Reward

? Who

^ When

+ Where

Support Signatures: If setting is indicated above, a signature must be present from each setting indicated. If setting is indicated multiple times, only one signature is required. Include title after signature.

- Zeneta Dondy (H. Econ)
- Lisa Micklewski - Student teacher
- _____
- _____

Peer Interaction

Peer Interaction: On the spaces below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)

10/7 Jasmine and Elsinore worked together to make a recipe card for
a casserole made in class. Jasmine helped Elsinore remember
the steps and helped her with spelling.

First Name: Jasmine Grade: 11

SCIENCE

Student Name: Elsinore Weasely Grade Level: 11

Data Point Date (must be plotted on graph): 11/10/09

CONTENT

Content Area (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Life Science/Diversity and Adaptation Among Living Things (Biodiversity)

Alternate Learning Expectation Code and ALE: LS.3A Recognize the differences among plants and animals of the same kind, including the features that help them to survive in different environments

Alternate Performance Indicator Code and API: LS.3A.6 Identify the adaptations that enhance the survival of living things in the environment (e.g., coat in winter)

ACTIVITY

Learning Activity: Provide a clear explanation of learning activity and materials used.

After reading a teacher-made book (with modified vocabulary) on hamster and gerbil husbandry, Elsinore will be shown a cage containing two gerbils and a cage containing two hamsters. She will observe each type of rodent and, upon request by the teacher, make verbal observations about the behaviors and physical characteristics that help each type of animal survive in its environment (e.g., in hamsters, cheek pouches for food storage; in gerbils, large hind legs and short front legs for burrowing).

CHOICE

Choices: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE box.

- ☐ Materials ☒ Who to work with ☐ When to work on the activity
☐ Where to work on the activity ☐ Reward/positive reinforcement for completing activity

On the spaces below, write the two choices offered and circle student's choice.

Choice 1: Kristina Choice 2: Kirby

SETTING AND SUPPORT

If setting is not inclusive, do not complete Setting and Support section. If blank, Special Education setting and support will be assumed.

Setting: Small Animal Care class

Support: Julia Wagner Small Animal Care
Signature Title Teacher

PEER INTERACTION

Peer Interaction: On the spaces below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)

Kristina asked Elsinore questions about what the gerbils were doing and helped her record her observations. Elsinore answered the questions and asked for help as needed.

First Name: Kristina Grade: 12

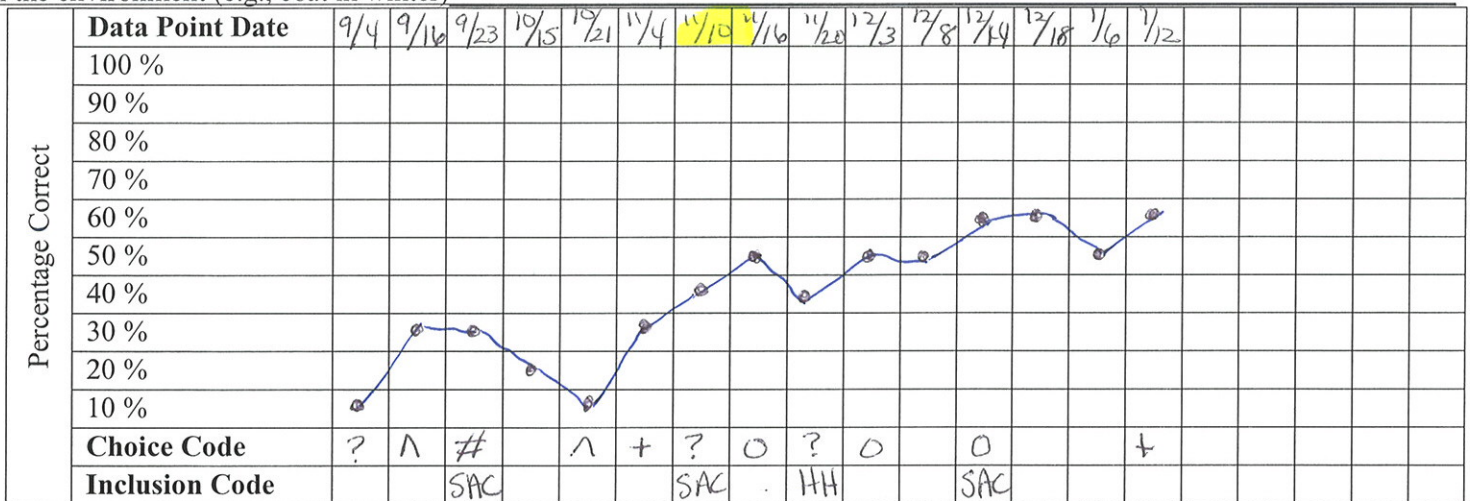
Student Name: Elsinore Weasley Grade Level: 11

Content Area (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Life Science/Diversity and Adaptation Among Living Things (Biodiversity)

Alternate Learning Expectation Code and ALE: LS.3A Recognize the differences among plants and animals of the same kind, including the features that help them to survive in different environments

Alternate Performance Indicator Code and API: LS.3A.6 Identify the adaptations that enhance the survival of living things in the environment (e.g., coat in winter)



Inclusion Codes:

General Education Reading/Language Arts: RL

General Education Math: MA

General Education Science: SC

General Education Social Studies: SS

Music-MU

Art-A

Library-L

Guidance-G

Physical Education-PE

Computer Lab-CL

Other: (Setting) Hoxley Hills Animal Hospital (Code) HH

Other: (Setting) _____ (Code) _____

Choice Codes:

o Materials

Reward

? Who

^ When

+ Where

Support Signatures: If setting is indicated above, a signature must be present from each setting indicated. If setting is indicated multiple times, only one signature is required. Include title after signature.

- Julia Wagner (SAC)
- Frederick Moss D.V.M. (Hoxley Hills Animal Hospital)
-
-

Peer Interaction

Peer Interaction: On the spaces below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)

12/3 Kristina helped Elsinore make a poster about adaptations that
help animals survive. After discussing various adaptations, they
made a chart and illustrated it.

First Name: Kristina Grade: 12

Student Name: Elsinore Weasely Grade Level: 11

Data Point Date (must be plotted on graph): 10/2/09

CONTENT

Content Area (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Life Science/Food Production and Energy for Life

Alternate Learning Expectation Code and ALE: LS.4A Recognize the basic requirements of all living things.

Alternate Performance Indicator Code and API: LS.4A.3 Recognize that plants use sunlight, water and air to live

ACTIVITY

Learning Activity: Provide a clear explanation of learning activity and materials used.

Elsinore will help the Home Economics class plant an herb garden. As they plant the garden, the group will discuss what each plant needs for survival (e.g., how much sunlight, how much water) and how to lay out the garden so that the needs of each plant are met. Elsinore will verbally contribute to the discussion.

CHOICE

Choices: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE box.

- ☐ Materials ☐ Who to work with ☐ When to work on the activity
☐ Where to work on the activity ☒ Reward/positive reinforcement for completing activity

On the spaces below, write the two choices offered and circle student's choice.

Choice 1: 5 minutes "talk time" Choice 2: 5 minutes listening to music

SETTING AND SUPPORT

If setting is not inclusive, do not complete Setting and Support section. If blank, Special Education setting and support will be assumed.

Setting: Home Economics Class

Support: Zeneta Dandy H. Economics Teacher
Signature Title

PEER INTERACTION

Peer Interaction: On the spaces below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)

Peers included Elsinore in the group discussion by directing some of their questions and comments toward her. Amelia gave Elsinore verbal prompts about how and where to plant each seed.

First Name: Amelia Grade: 10

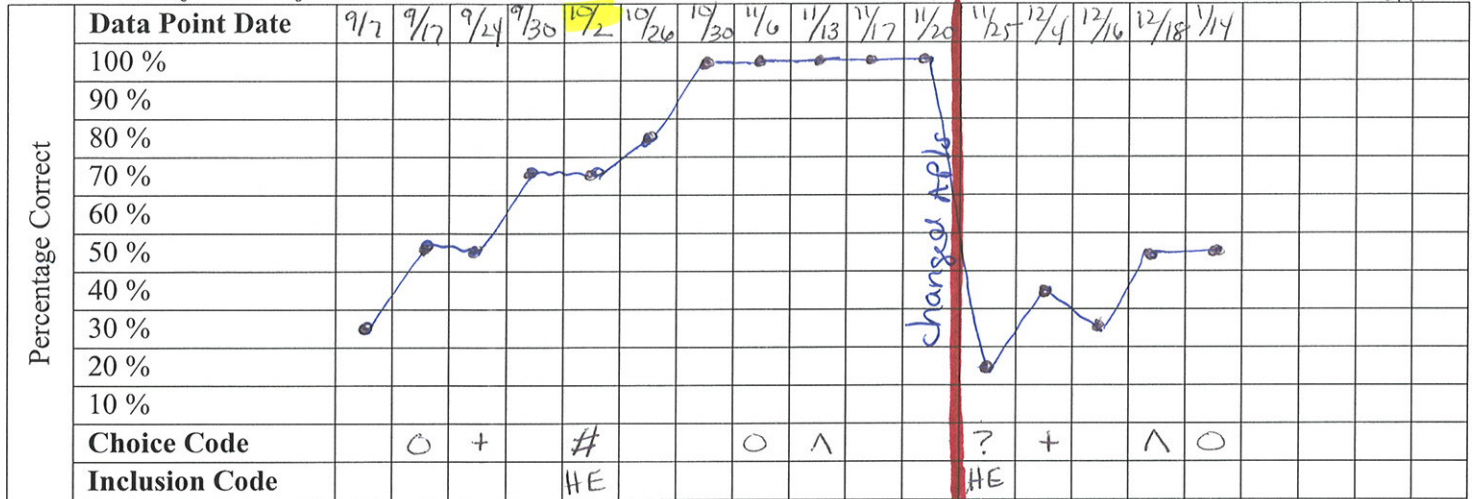
Student Name: Elsinore Weasley Grade Level: 11

Content Area (Circle One): Reading/Language Arts Math Science Social Studies

Content Standard: Life Science/Food Production and Energy for Life

Alternate Learning Expectation Code and ALE: LS.4A Recognize the basic requirements of all living things.

Alternate Performance Indicator Code and API: LS.4A.3 Recognize that plants use sunlight, water and air to live
11/20 changed to higher API LS. 4A.4 Recognize that animals get their food from eating plants or other animals



Inclusion Codes:

General Education Reading/Language Arts: RL

General Education Math: MA

General Education Science: SC

General Education Social Studies: SS

Music-MU

Art-A

Library-L

Guidance-G

Physical Education-PE

Computer Lab-CL

Other: (Setting) Home Economics (Code) HE

Other: (Setting) _____ (Code) _____

Choice Codes:

O Materials

Reward

? Who

^ When

+ Where

Support Signatures: If setting is indicated above, a signature must be present from each setting indicated. If setting is indicated multiple times, only one signature is required. Include title after signature.

- Zeneta Dowdy (H.Econ.)
- Lisa Michalewski - (Student-teacher)
- _____
- _____

Peer Interaction

Peer Interaction: On the spaces below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)

1/14 Amelia helped Elsinore make a poster and a diorama showing a food web.

First Name: Amelia Grade: 10

Student Name: Elsinore Weasley Grade Level: 11

Data Point Date (must be plotted on graph): 11/16/09

Content Area (Circle One): Reading/Language Arts CONTENT Math Science Social Studies

Content Standard: Life Science/Heredity and Reproduction

Alternate Learning Expectation Code and ALE: LS.5A Recognize that living things reproduce

Alternate Performance Indicator Code and API: LS.5A.8 Identify the seeds of a plant within the ovary or in a piece of fruit

ACTIVITY

Learning Activity: Provide a clear explanation of learning activity and materials used.

While helping the Home Economics class make a fruit salad, Elsinore will, with verbal prompting from a peer partner, identify the seeds of a various fruits (apple, orange, peach, avocado, strawberry) and discuss how the seeds could grow to be plants of the same type as the parent plant.

CHOICE

Choices: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE box.

- ☐ Materials ☐ Who to work with ☐ When to work on the activity
☐ Where to work on the activity ☒ Reward/positive reinforcement for completing activity

On the spaces below, write the two choices offered and circle student's choice.

Choice 1: 5 minutes drawing time Choice 2: "no homework" taken

SETTING AND SUPPORT

If setting is not inclusive, do not complete Setting and Support section. If blank, Special Education setting and support will be assumed.

Setting: Home Economics class

Support: Zeneta Dewdy Signature Home Econ Teacher Title

PEER INTERACTION

Peer Interaction: On the spaces below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)

Jasmine asked Elsinore questions about the seeds in the various types of fruit being used and engaged in a discussion about how the seeds grow and what they might become. Elsinore pointed out the seeds to Jasmine and named the fruit each seed would become.

First Name: Jasmine Grade: 11

